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ABSTRACT

After the 1975 political upheaval in Indochina, many Indochinese refugees settled in the Harrisburg, Pennsylvania, area. A number of them enrolled in Harrisburg Area Community College between January, 1976, and December, 1977, primarily in develcpmental courses because of their lack of formal training in English. A study was conducted to determine: (1) the Indochinese refugee student population during this period, (2) the developmental courses in which they were enrolled, (3) the number who successfully completed each course in the first attempt, (4) the number who failed, (5) the number who successfully repeated each course, and (6) the number who withdrew from each course. During the study period, 138 Indochinese students were enrolled in one or more developmental courses which included English as a Second Language, English Essentials, Developmental Reading, and Essentials of Mathematics. The data revealed that though slightly more than half of the students successfully completed the developmental English courses in their first attempt, 80% successfully completed developmental mathematics the first time. The study recommends assessing the needs of these students and increasing their exchange of culture with the other college students. A literature review, bibliography, and a composition by a refugee student are included. (DD)

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PERSISTENCE OF INDOCHINESE REFUGEE STUDENTS ENROLLED IN DEVELOPMENTAL STUDIES

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ABSTRACT

Moten, Charlyne H., PERSISTENCE OF INDOCHINESE REFUGEE STUDENTS ENROLLED IN DEVELOPMENTAL STUDIES, April, 1978.

The target group for this study was the Indochinese refugee students of all ages with little or no formal training in the English language; thus upon admission to Harrisburg Area Community College they were placed into developmental courses for the purpose of receiving remediation in the areas in which they were deficient. In addition to having a language barrier, the Indochinese refugees possess other characteristics discussed in the study which make it difficult for them to not only become assimulated in the College community but also into the communities in which they live. Obviously, the acculturation of the Indochinese refugees is the responsibility of community agencies, organizations, and citizens as well as the educational institution in which they are enrolled. Thus all segments of the community should be knowledgeable about the clientele with whom they work. The purpose of this study was to identify (1) the Indochinese refugee student population during the period of January, 1976, through December, 1977, (2) the developmental courses in which they were enrolled during that period, (3) the number who successfully completed each course in their first attempt, (4) the number who failed, (5) the number who successfully repeated each course, and (6) the number who withdrew from each course. During the period under study, 138 Indochinese refugee students were enrolled in one or more developmental courses which included English as a Second Language, English Essentials, Developmental Reading, and Essentials of Mathematics. The data revealed that slightly more than half of the Indochinese refugee students successfully completed the developmental English courses in their first attempt, while having less dificulty in succeeding in the developmental mathematics course--80% were successful in their first attempt. Approximately 30% failed the developmental English courses; 16% failed the developmental mathematic course. Approximately 15% enrolled in the developmental English courses successfully repeated the courses. Withdrawals from the English courses averaged approximately 5% over the period considered in this study. Based upon the obtained data and related literature, some of the recommendations made include the following: (1) a needs assessment should be made to ascertain the unmet needs of the Indochinese refugees living in the area served by the College, (2) off-campus evening tutoring services should be made available in areas within walking distance as many of the refugees live as close to each other as possible, (3) developmental courses should be reviewed to determine whether they are meeting the needs of the Indochinese refugee students, and, in addition to other recommendations contained in the study, (4) a system comparable to the "buddy system" should be implemented in which American students plan varied activities with Indochinese refugee students as an exchange of cultural interests would enrich the lives of both groups.

CONTENTS

	Page
Abstract	i
Introduction	1
Nature and Importance of the Study	1
Purpose of the Study	4
Review of Related Literature	5
Procedure	8
Results	9
Figure 1	9
Table 1	10
Table 2	11
Table 3	12
Table 4	13
Residual Findings	14
Discussion, Implications, and Recommendations	14
References	19
Appendix	21

PERSISTENCE OF INDOCHINESE REFUGEE STUDENTS
ENROLLED IN DEVELOPMENTAL STUDIES

Introduction

Since the fall of South Vietnam, Cambodia, and Laos in 1975, Indochinese of all ages have fled from their countries as refugees from the communist regimes established there. Those refugees destined for the United States were first housed in camps on Guam and the Phillipines where they were provided with necessary papers and put aboard planes to the four refugee centers established in the United States for their purpose. What is unique about the Indochinese refugee entry into the United States is the speed with which it took place. Within a six-month's period (May 28, 1975, and December 15, 1975) over 22,000 Indochinese were located at just one of the refugee centers--Fort Indiantown Gap, located near Harrisburg, Pennsylvania. Using the guidelines set forth by the Indochina Migration and Refugee Assistance Act of 1975, various segments of the communities surrounding Harrisburg assisted in the process of finding housing and employment for the large percentage of the refugees who settled in the Tri-County Area.

With the closing of Fort Indiantown Gap in December, 1975, the acculturation of the Indochinese refugees became primarily the responsibility of volunteer service agencies located in the Tri-County Area. After the refugees had been temporarily or permanently located with sponsors or in homes of their own, Harrisburg Area Community College began receiving refugee students in January, 1976. Thus a challenge was presented to the College to respond to the educational needs of groups of students who lacked the ability to communicate effectively in the English language.

Nature and Inportance of the Study

The target group for this study was the Indochinese refugee students of

all ages who came to Harrisburg Area Community College with little or no formal training or ability to effectively communicate in spoken or written English;thus they were handicapped in pursuing all college courses. In addition to being deficient in the ability to communicate, the Indochinese refugee students possess other characteristics which make it difficult for them to become a part of the American way of life. A theme written by a Vietnamese student and included in the Appendix delineates some of the problems faced by the Indochinese refugee students.

The following information was obtained during an interview with Ms. Marie Flanagan, Regional Consultant for the Lutheran Immigration and Refugee Service, Tressler-Lutheran Service Associates, Inc., and from the writings of Thuy Gia Vuong. Both emphasized the cultural background of the Indochinese as an inhibiting factor in the successful aculturation of the refugees.

The young Indochinese refugee mourns the loss of the protectiveness found in the traditional extended family concept in which youth is free to enjoy the "best time of life." Many expected too much of American life and found the responsibilities imposed upon youth in America much too burdensome. Additionally, they mourn the loss of their highly coveted educational pursuits. The love of education is reflected by the number of young men with Van as a middle name as Van means "student."

The older refugees mourn, perhaps more deeply, the loss of their country, its traditions and culture as well as separation from family and friends. Old age is highly revered in Indochinese culture and is enjoyed within the security of the large family as a peaceful time of life. It is particularly appalling to the Indochinese refugees to know that Americans place their elderly in separate homes and institutions. Cultural changes are much more traumatic to the elderly Indochinese refugees, and they are naturally more resistant to

adjustments.

Other characteristics of the Indochinese refugees are often misunderstood by Americans. Indochinese will say "yes" when they really mean "no." Even in stressful situations an Indochinese may cling to the cultural tradition of not revealing his true feelings if he feels these true feelings might bring discomfort to another. A "yes" answer could mean either "I do not understand what you mean but I will smile and answer affirmatively as the least discomforting action," or "I would like to say 'no' but will say 'yes' because I feel it will make you happy if I say 'yes.'" A smile or laughter at inappropriate times may be a shield to cover sadness or anger and is done to ease a situation and to avoid embarrassment. The characteristic action of looking down is to the Indochinese a pose of respect and should not be interpreted as a deceitful or evasive attitude. Missing work, classes, or appointments may be due to a special day for a religious practice, or it may be a day when they think "evil spirits" are present, and it is unsafe to go outside the home. [Vuong, 1976; Flanagan, 1977]

According to Ms.Flanagan, additional concerns and pressures of the Indochinese in adjusting to a new culture include the following: fear for family and friends remaining in their homeland; loss of profession/career as a means of income; loss of social/professional status; economic pressures and fast pace of American socio-economic life; racism and discrimination as an easily "targeted" minority; misunderstandings of cross-cultural values; necessity to reject old values and form new set of values; and, perhaps most crucial of all, the necessity to learn and the difficulty to master a new language. [Flanagan, 1977]

Obviously, the acculturation of the Indochinese refugees is not only the responsibility of agencies and other community organizations and citizens of

the communities in which the refugees reside but also the responsibility of educational institutions in which they are enrolled. Thus all segments of the community should be knowledgeable about the clientele with whom they work.

Purpose of the Study

The purpose of this study was to identify the persistence and academic achievement of Indochinese refugee students who matriculated in the Developmental Program at Harrisburg Area Community College during the period of January, 1976, to December, 1977. The Developmental Program provides applicants the opportunity to develop their academic proficiency necessary for enrollment in college-level career or transfer programs. The developmental courses considered in this study include the following: English as a Second Language 026, Developmental Reading 001, English Essentials 051, and Essentials of Mathematics 001.

English as a Second Language 026 develops a basic vocabulary and fluency in speaking and understanding everyday English. Emphasis is placed on the spoken language through practice in conversation on topics of adult interst. Developmental Reading 001 is designed not only to improve reading ability but also to improve study habits. Emphasis is placed on comprehension and vocabulary as well as offering limited practice in rapid reading for preview and review. English Essentials 051 emphasizes basic grammar and usage skills, development of outlines, paragraphs, and short themes. A C grade in this course qualifies the student for enrollment in a college-level English course. Essentials of Mathematics 001 is designed to develop basic algebraic skills through a study of fundamental properties of numbers: fundamental operations in arithmetic and algebra, including polynominals and linear equations.

The criteria of persistence and academic achievement include the number of courses student attempted, number of courses student passed in first attempt,

number of courses student failed, number of courses student successfully repeated, and number of courses from which student withdrew.

This study will be of interest primarily to educators who are concerned with the educational efforts made by Indochinese refugee students whose backgrounds mark them as academic risks.

More specifically, the objectives of this study were to:

Identify and report total number of developmental courses in which Indochinese refugee students were enrolled during the semesters included in this study.

Identify and report number of Indochinese refugee students who successfully completed each course in the first attempt.

Identify and report number of Indochinese refugee students who failed one or more developmental courses.

Identify and report number of Indochinese refugee students who successfully repeated developmental courses.

Identify and report number of Indochinese refugee students who withdrew from developmental courses.

Review of Literature Related to Problem

The following information was obtained primarily from interviews with coordinators of volunteer agencies, agencies' reports, surveys, pamphlets, and Health, Education and Welfare Department (HEW) publications.

With the closing of the United States Embassy, Saigon, on April 29, 1975, resettlement of the Indochinese refugees in the United States became a matter of urgency for the HEW Interagency Task Force. Four refugee centers were established. Camp Pendleton, California, opened on April 29, 1975, as a refugee center prepared to care for 18,000 refugees. On May 2, 1975, Fort Chaffee, Arkansas, opened and was prepared to receive 24.000 refugees. Eglin Air Force Base, Florida opened on May 4, 1975, to accept 2,500 refugees, but the number was later increased to 5,000. The fourth and last reception center Fort Indiantown Gap, Pennsylvania, received its first refugees May 28, 1975--

22,000 between May and December 15, 1975. A House and Senate Conference Committee agreed on May 22, 1975, on the language of the Indochina Migration and Refugee Assistance Act of 1975 which appropriated $405 million for the Administration's refugee program. The Act became Public Law 94-23 when President Ford signed it into law on May 24, 1975. [HEW Seventh Report]

The numbers of refugees located in any particular area changes frequently due to the internal migration of the refugees since the refugee resettlement program for Indochinese began. Although specific information about the cause of the internal migration was not available in the Task Force Report, members noted that "one of the factors was the unusually harsh winter in the Northeast and North Central States which prompted migration to warmer areas where the climate more nearly approximates that of Indochina." [HEW Ninth Report] Another factor which might have contributed to refugee movement could be the locating of relatives in other areas: thus the desire for reunification of families would influence some refugees to move from place to place. The author of Studying Your Community sees this as a common problem among all displaced persons who enter the United States. [Warren, 254-255]

The military and the federal agencies were first responsible for the welfare of the Indochinese refugees in the camps by not only providing temporary housing but also the other basic necessities, such as the in-processing for immigration and naturalization, health checks, and the issuing of social security numbers. [Catholic Conference pamphlet, N/D] After completing social service counseling sessions at the camps, the refugees chose one of the voluntary agencies in the area that, in turn, put them in touch with a sponsoring agency or family. At the most elementary level, sponsorship entailed finding homes and employment. The sponsors, however, also assisted the refugees with some less tangible aspects of resettlement, such as helping them adjust to a new

culture, acquainting them with American legal requirements, with traffic rules, safety precautions, and other responsibilities of citizenship. While sponsorship is not a legal commitment, it is a moral one to help the refugees adjust to American culture as quickly as possible.

Poor communication capability has been identified as being a primary deterrent to acculturation by the Indochinese refugees. Saville-Troike states, "So deeply is language bound up with a person's sense of self-identity and self-worth, that the chances for psychological and social damage to students in the learning process are very great." [Saville-Troike, 7] Anne Lomperis, a LIRS staff member, expressed her concern about the refugees' inability to communicate in English as she also feels that the learning of English is their key to the future. She further states:

> Learning English is a critical first step toward self-sufficiency. It opens the door to supportive friendships and helps build confidence at a time of loss and potential depression. It facilitates routine business, such as opening a bank account, getting a driver's license or enrolling children in school. It is required for job training programs and to enter most jobs. As they become more proficient in English, the refugees are more employable and can upgrade their positions. [LIRS Bulletin, 8]

The acculturation of the Indochinese refugees must be accomplished by various segments of our society, each playing a significant role. Volunteer agencies and educational institutions can be dominant forces in the lives of the refugees.

Procedure

To accomplish the stated objectives the following procedures were used:

Objective #1: To identify and report total number of developmental courses in which Indochinese refugee students were enrolled during the period of this study.

1. Obtained computer printout from College Data Processing Center of all Indochinese refugee students enrolled in the College for the period January 1976 through December 1977.

2. Used the Student Variable Data Information Sheet obtained from the Center and identified the developmental courses in which Indochinese refugee students were enrolled during each semester.

3. Constructed a bar graph to depict number of developmental courses and the number of Indochinese refugee students enrolled during each semester for the period included in this study.

Objective #2: To identify and report number of Indochinese refugee students who successfully completed each course in their first attempt.

1. Used the Student Variable Data Information Sheets to identify those students who sucessfully completed developmental courses in their first attempt.

2. Compiled the findings in tables for each course in each semester.

Objective #3: To identify and report number of Indochinese refugee students who failed one or more developmental course.

1. Used the Student Variable Data Information Sheets to identify those students who failed one or more developmental course.

2. Compiled the findings in tables for each course in each semester.

Objective #4: To identify and report number of Indochinese refugee students who successfully repeated developmental courses.

1. Used the Student Variable Data Information Sheets to identify students who successfully repeated developmental courses.

2. Compiled the findings in tables for each course in each semester.

Objective #5: To identify and report number of Indochinese refugee students who withdrew from developmental courses.

1. Used the Student Variable Data Information Sheets to identify students who withdrew from each developmental course during each semester.

2. Compiled the findings in tables for each course in each semester.

Results

An analysis of the data collected indicated that 138 Indochinese refugee students matriculated in 373 courses during the period January 1976 through December 1977. See Figure 1 below.

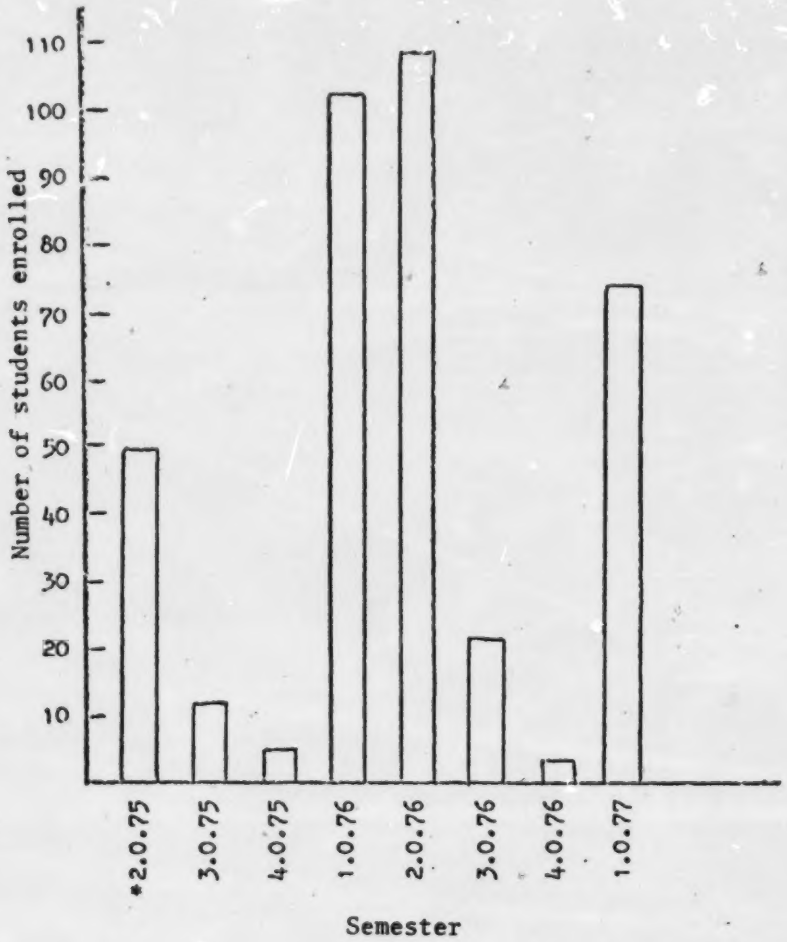

Figure 1

Students Enrolled in Developmental Courses Each Semester

Legend for Figure 1 and Tables 1, 2, 3, and 4:

1975-1976 Academic Year
- 2.0.75 - Spring Semester, January - May 1976
- 3.0.75 - First Summer Session, May - June 1976
- 4.0.75 - Second Summer Session, June - August 1976

1976-1977 Academic Year
- 1.0.76 - Fall Semester, August - December 1976
- 2.0.76 - Spring Semester, January - May 1977
- 3.0.76 - First Summer Session, May - June 1977
- 4.0.76 - Second Summer Session, July - August 1977

1977-1978 Academic Year
- 1.0.77 - Fall Semester, August - December 1977

A total of 134 students were enrolled in English as a Second Language 026 during the period January 1976 through December 1977. The majority of the students were enrolled during the Fall and Spring Semester, 1976-1977--seventy-six. Of the 76 students, 61 (46%) successfully completed the course in their first attempt. 43 (32%) failed the course, 25 (19%) successfully repeated the course, and 4 (3%) withdrew. One (3%) student enrolled in the Fall Semester 1977, received a Y (in progress) grade. The Y grade may be granted in place of a D or F grade when, in the judgment of the instructor, the student has shown satisfactory progress but needs more time to complete the course objectives. The student must re-enroll in the same course no later than the next regular session in which the course is offered; otherwise the Y grade is changed to an F grade on the student's record. A student may not receive the Y grade twice in the same course. See Table 1 below.

Table 1

Matriculants: English as a Second Language 026

Semester	Number Enrolled	Passed Course First Attempt N	%	Failed N	%	Successfully Repeated Course N	%	Withdrew N	%
**2.0.75	17	15	88	1	6	0	0	1	6
3.0.75	1	0	0	1	100	0	0	0	0
4.0.75	0	0	0	0	0	0	0	0	0
1.0.76	33	7	21	22	67	4	12	0	0
2.0.76	43	16	37	8	19	18	42	1	12
3.0.76	9	3	33	4	45	1	11	1	11
4.0.76	1	1	100	0	0	0	0	0	0
1.0.77	*30	19	63	7	24	2	7	1	3
Total	134	61	46	43	32	25	19	4	3

*Number includes 1 (3%) Y (in progress) grade
**See Legand below Figure 1, page 9

Of the 103 students enrolled in Developmental Reading 001 during the period of this study, thirty-eight (37%) passed the course in their first attempt, thirty-four (33%) failed, and seventeen (17%) successfully repeated the course. Ten (10%) withdrew from the course. Four students enrolled during the Fall Semester 1977 received the Y grade. For a further breakdown see Table 2 below.

Table 2

Matriculants: Developmental Reading 001

Semester	Number Enrolled	Passed Course First Attempt N	%	Failed N	%	Successfully Repeated Course N	%	Withdrew N	%
**2.0.75	11	5	46	3	27	2	18	1	9
3.0.75	4	4	100	0	0	0	0	0	0
4.0.75	0	0	0	0	0	0	0	0	0
1.0.76	27	9	33	16	59	1	4	1	4
2.0.76	33	9	27	13	40	9	27	2	6
3.0.76	9	3	33	0	0	1	11	5	56
4.0.76	0	0	0	0	0	0	0	0	0
1.0.77	*19	8	42	2	11	4	21	1	5
Total	103	38	37	34	33	17	17	10	10

*Number includes 4 (21%) Y (in progress) grades
**See Legend below Figure 1, page 9

A total of 111 students were enrolled in English Essentials 051 during the period January 1976 through December 1977. Sixty-five (59%) of the matriculants successfully completed the course in their first attempt, while twenty-four (22%) failed the course. Twelve students (11%) successfully repeated the course and seven (6%) withdrew from the course. Three (14%) of the students enrolled in the Fall Semester 1977 received the Y grade. For a further breakdown see Table 3 below.

Table 3

Matriculants: English Essentials 051

Semester	Number Enrolled	Passed Course First Attempt N	%	Failed N	%	Successfully Repeated Course N	%	Withdrew N	%
**2.0.75	20	14	70	6	30	0	0	0	0
3.0.75	6	3	50	2	33	0	0	1	17
4.0.75	4	1	25	1	25	2	50	0	0
1.0.76	31	19	61	7	23	5	16	0	0
2.0.76	26	15	58	6	23	4	15	1	4
3.0.76	2	2	100	0	0	0	0	0	0
4.0.76	1	0	0	0	0	0	0	1	100
1.0.77	*21	11	52	2	10	1	5	4	19
Total	111	65	59	24	22	12	11	7	6

*Number includes 3 (14%) Y (in progress) grades
**See Legend below Figure 1, page 9

Of the twenty-five matriculants enrolled in Essentials of Mathematics 001 during the period of the study, twenty (80%) passed the course in their first attempt. Four (16%) failed the course, and none repeated the course or withdrew from the course. One student received the Y grade (in progress) for the Fall Semester, 1977. For further breakdown, see Table 4 below.

Table 4

Matriculants: Essentials of Mathematics 001

Semester	Number Enrolled	Passed Course First Attempt N	%	Failed N	%	Successfully Repeated Course N	%	Withdrew N	%
**2.0.75	2	2	100	0	0	0	0	0	0
3.0.75	0	0	0	0	0	0	0	0	0
4.0.75	1	1	100	0	0	0	0	0	0
1.0.76	11	10	91	1	9	0	0	0	0
2.0.76	6	4	67	2	33	0	0	0	0
3.0.76	1	0	0	1	100	0	0	0	0
4.0.76	0	0	0	0	0	0	0	0	0
1.0.77	*4	3	75	0	0	0	0	0	0
Total	25	20	80	4	16	0	0	0	0

*Number includes 1 (25%) Y (in progress) grade
**See Legend below Figure 1, page 9

Residual Findings

An analysis of additional data contained in the Student Variable Data Information Sheet had some bearing on the recommendations made in the last section of this study. In addition to the 138 matriculants in the developmental courses (as well as in college-level courses in several cases), there were an additional twenty-nine Indochinese refugee matriculants at HACC during the period January 1976 through December 1977 who were enrolled in college-level courses only. Of the twenty-nine, five had three transfer credit hours to thirty-one credit hours which had been accepted by HACC.

Seven (5%) of the 138 Indochinese refugee students considered in this study who were enrolled in one or more developmental courses also had transer credits which had been accepted by HACC: three students each had fifteen credits; one student, twenty-eight credits; one student, thirty-six credits; and one student, fifty-two credits--all transferred from universities of Vietnam. One student transferred six credits to HACC from a source not identified on the sheet.

An analysis of the data also revealed that of the 138 matriculants in the Developmental Program seventy-four (54%) were degree students, while sixty-four (46%) were non-degree students.

Discussion, Implications, and Recommendations

The author of the text for the Societal Factors module states, "One criterion of the effectiveness with which a college is serving its community is reflected in the extent to which its student population represents a cross section of the community's citizens." [Matson:18]

This study has dealt with one segment of HACC's student population which has been on campus for approximately two years. One of the values of this study may be the identification of the number of Indochinese refugee students

enrolled since the closing of the refugee center located near the area served by the College. The enrollment of this group of students has fluctuated during the two-year period, beginning with a small enrollment, peaking during the 1976-1977 academic year, and declining during the 1977-1978 academic year. Researching the reasons for the decline of the Indochinese refugee population at HACC as well as making an assessment of the needs of that particular segment of the community would be an important study for the College in predicting possible future enrollments and services needed. Matson points out: "The importance of developing an awareness of potential students and an assessment of their needs which might be met becomes even more crucial in times of reduced enrollments and decreasing financial support." [Matson:18]

As noted elsewhere in this study, the Indochinese refugee students resemble other "high risk" students (as identified by Cross, Moore, Cohen, Roueche, Mink, and others) in many ways, with the additional handicap of the inability to effectively communicate in both spoken and written English. Further, the cultural profile of the Indochinese refugee students as presented in this study has identified other problems which make the educational process difficult for the Indochinese refugee students as well as for the educators in whose courses they are enrolled. A paper written by an Indochinese refugee student enrolled in the researcher's class identifies some of the problems common to this group of students. See Appendix.

An analysis of the data revealed that the great majority of the 138 students included in this study needed more remediation in the areas of Developmental English and Reading than in the area of Developmental Mathematics. The data further indicated that only a little over half of the Indochinese refugee students successfully completed the Developmental English courses in their first attempt, while having less difficulty in succeeding

in the Developmental Mathematics course. In order to not only be effective members of the college community but also effective members of the community in which they live, the Indochinese refugee students must be provided with programs that have a valid and practical orientation to the culture of which that language is the chief expression.

Some of the recommendations which follow relate to some of the areas first discussed by Harlacher in an article in the Junior College Journal, May 1964, and summarized in The Community Dimension of the Community College in a chapter titled "Beyond the Formal Curriculum." The author states:

> Implementation of the community services function entails acceptance of the folowing principles: (1) In a community college the campus is the length and breadth of the junior college district. (2) The program of community services is designed to bring the community to the college and take the college program out into the community. (3) The educational program of the college must not be limited to to formalized classroom instruction. (4) The community college recognizes its responsibility as a catalyst in community development and self-improvement. (5) The program of community services meets community needs and does not duplicate existing services in the community. [Harlacher:15]

Based upon an analysis of the data in this study and information in related literature, the following recommendations are made for consideration by administrators, counselors, and faculty at Harrisburg Area Community College:

1. A community needs assessment should be made to ascertain the unmet needs of Indochinese refugees in the Tri-County Area which HACC serves. In addition to surveying the communities where groups of Indochinese refugees live, businesses and industries where they are employed should be contacted.
2. Due to limitations of transportation, conflicting job hours, or child care responsibilities, attending classes on campus might be impossible for some Indochinese refugees. Tutoring

in English could be accomplished off campus during evening hours to small groups in a central location within walking distance for the recipients of the service. Tutoring in a context of this nature could conceivably help all family members in their relationship with each other and with the community. An added benefit would be the social and cultural interaction for the Indochinese refugees and the tutor.

3. Since this is the first comprehensive study of the persistence of Indochinese refugee students enrolled in Developmental Studies, the Dean of Academic Affairs, Director of Developmental Studies, counselors, and instructors involved in the education of Indochinese refugee students should receive a copy of this study not only to peruse the tables indicating the persistence of this group of students but also to consider the cultural profile included in the study. Developmental programs should then be reviewed to determine whether they are meeting the needs of the Indochinese refugee students.
4. Due to the shy nature of the Indochinese refugee students, their advisors should take more initiative in contacting the students and having more frequent interviews of a planned nature.
5. Advisors of Indochinese refugee students who are pursuing non-degree programs should consider placing students in English 106 (Written Business Communication) or English 104 (Report and Technical Writing) when they are prepared to enroll in a college-level English course rather than in English 101 (English Composition) which is designed to be transferable.

6. A system comparable to what is usually referred to as the"buddy system" should be implemented in which American students plan small group activities with the Indochinese refugee students. An exchange of cultural backgrounds would enrich the lives of both groups. Further, since the Indochinese usually speak their native languages except when in class or on their jobs, experiences of the above nature would make it necessary for them to speak more English. The group interaction would also aid them in adjusting to American culture as well as in making American friends.

Edmund J. Gleazer, Jr., in discussing why there should be more foreign students in community colleges, states: "And how enriched the lives of Americans can be as values and relationships are tested through the eyes of those whose cultures are different and they as they learn of the ways of other people through their actual presence and participation. An international community of spirit could well emerge of people who sense common relationships that transcend cultural or national differences and have their rootage in commitments to the development of human potential everywhere." [Gleaser:2]

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APPENDIX

Vietnamese Refugees in American

For Vietnamese refugees life in American means tremendous hardship. The differences in language and culture make the darker skins difficult to melt into the predominantly white, English-speaking population.

Since not many of Vietnamese here in America can understand the favorable language well enough, they find this country a total strange world that makes them feel like new born babies. When they are sick they know how to get doctors but they don't know how to tell them what is wrong in English. Nothing can be more embarrassing than Vietnamese students here; they always misinterpret instructions. For instance, some of them showed up for classes while schools were closed for heavy snow. They are most of the time lost in knowing what they are supposed to do and when the assignments are to be turned in; while doing reading they spend more time in turning English-Vietnamese dictionary then on text books; to them examination is simply a challenge of the vocabulary more than knowledge. Talking about finding a job, they are the most comdemned group because a boss won't be happy to have a helper who does not understand orders.

Cultural background differences could be the major counterpart for the Vietnamese to make life easy in America. They are unable to avoid confinement to a section of their kind or closer to their origin. They just do not, at least that is the way I feel, fit into the American society. They experience difficulty in making friends with other than people from the same land. Formerly peasants and fishermen, they are comparably less industrially inclined; thus they are losers in the job market.

Despite the variety of difficulties in front of them, they have been struggling for a better life. However, the future of Vietnamese immigrants may depend on learning new ways without losing the best of their old ones.

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